



Our Project-Based Learning Journey

The instructional spark for our school community
to try new approaches to teaching and learning.

HIGHLANDS HIGH SCHOOL

A NATIONAL BLUE RIBBON SCHOOL OF EXCELLENCE

District Highlights

 <p>Highlands High School is named one of "America's Best High Schools" by the U.S. News & World Report.</p>	 <p>National Blue Ribbon School of Excellence schools.</p>	 <p>Fort Thomas Independent Schools achieves high test scores and annually ranks as one of Kentucky's highest performing kindergarten through twelfth grade public school districts.</p>	 <p>Cincinnati Magazine identified Highlands High School as the #1 high school in NKY – all based on state rankings, ACT scores, and extracurricular accolades.</p>
 <p>Niche.com rated Fort Thomas Independent Schools as A+ and the 2022 2nd Best School District in Kentucky!</p>	 <p>named Fort Thomas Independent Schools as one of the top 25 public school districts in the country.</p>	 <p>The Fort Thomas Independent Schools has earned the highest level performance accreditation from Cognia.</p>	 <p>The Consortium for School Networking awarded FTIS as the 2021 District Technology Team of the Year</p>
 <p>The average combined composite ACT score is 22.2, as compared to the national average of 20.3 and the state average of 18.1.</p>	 <p>Fort Thomas Independent Schools is known locally, regionally and nationally for award winning sports teams and arts programs.</p>	 <p>The Advanced Placement (AP) program at Highlands High School has earned an Equity and Excellence rate of 71.1%. This indicates the portion of Highlands seniors who earned college credit during high school.</p>	 <p>Fort Thomas Independent Schools is acknowledged as a NATIONAL LEADER with EdLeader21 and Battle for Kids, demonstrating a commitment to a culture of innovation and 21st century learning for every student.</p>

Jason Gay - Media Specialist
John Darnell - Principal

FORT THOMAS

INDEPENDENT SCHOOLS

Mission

Rich in tradition and focused on the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community.

Vision

- ❖ **Our students** engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community.
- ❖ **Our teachers** exhibit a student-centered passion for teaching and a deep understanding of content, utilizing research-based strategies to challenge and meet the needs of all learners.
- ❖ **Our support staff** plays a crucial role in student achievement, contributing to all aspects of the educational process.
- ❖ **Our leadership** maintains high expectations, works collaboratively with all stakeholders, focuses on a shared mission, and promotes student growth and achievement.
- ❖ **Our parents** participate in their child's education and are active members of the school community.
- ❖ **Our community** partners with the school to provide resources and support for student learning.
- ❖ **Our instruction** is focused on ensuring all students are college and career ready.
- ❖ **Our technology** is used to enhance learning and to prepare students for the future.
- ❖ **Our district** is committed to providing a high-quality education for all students.

UNITED WE LEARN

WHAT IS A GRADUATE



- SOCIAL
- RECEIVING
- LISTEN
- DISCOVER
- DREAM & DESIGN
- DIVE IN
- DELIVER
- DEBRIEF
- WONDER
- DISCOVERY
- REASONING
- PERSPECTIVE
- REFLECTION



[Vibrant Student Experiences](#)



[Encouraging Innovation](#)

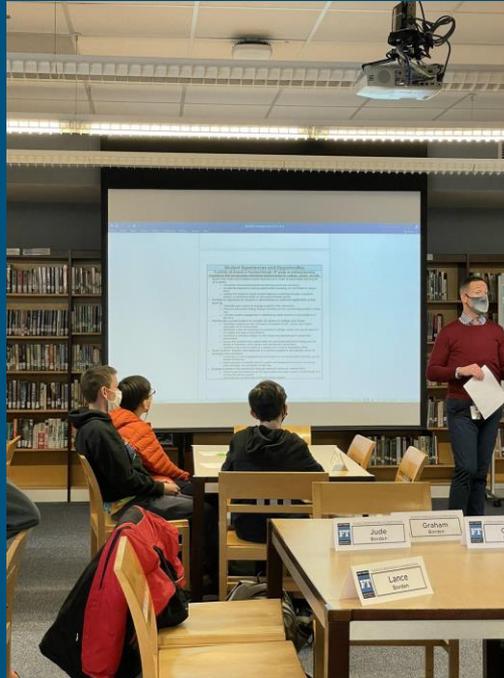


[Collaboration with our Communities](#)

Education focused on the Future

- ❖ **Our students** engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community.

Eliciting Student Voice with Superintendent Advisory Committee



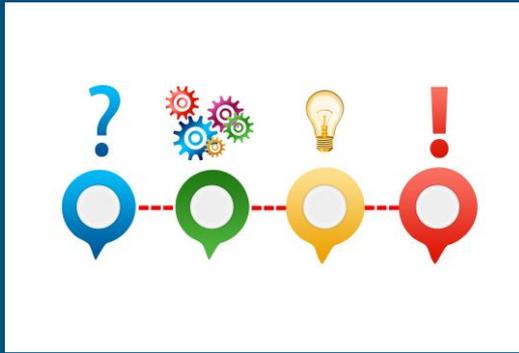
We met with students on these dates:

January 12, 2022

February 16, 2022

March 16, 2022

April 27, 2022



A description of the need or problem:

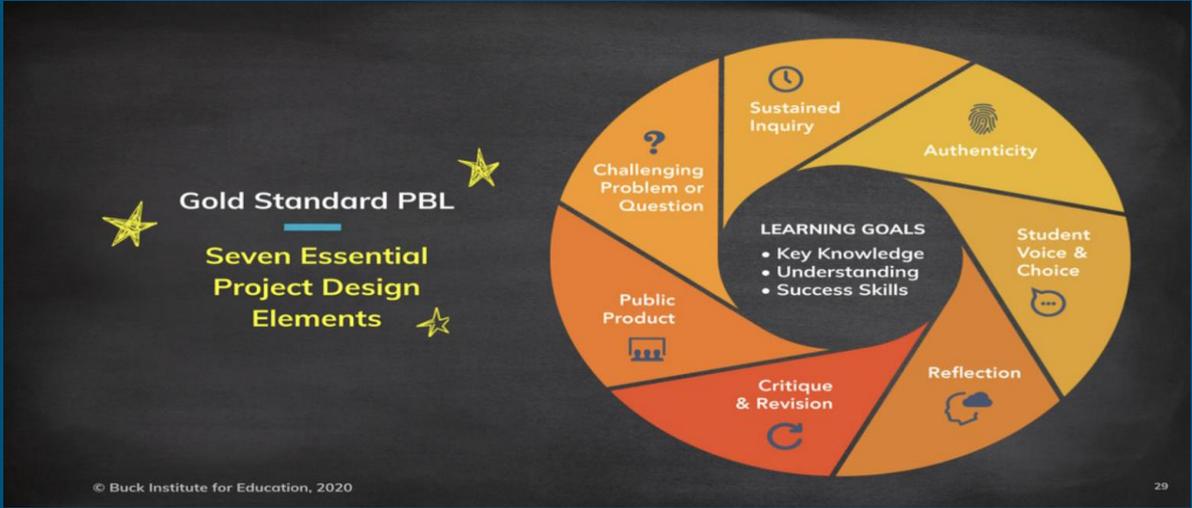
We need a unified instructional effort with using Project Based Learning with our student learners.

Guiding Questions:

- **How can we meet students' learning needs for Project Based Learning opportunities in our high school courses?**
- **How can we create a teacher cohort, who will in an innovative way implement Project Based Learning across multiple-disciplines?**



Project-Based Learning: 1st Trailblazer cohort first to scale statewide gold-standard project-based learning effort through a partnership with PBLWorks.



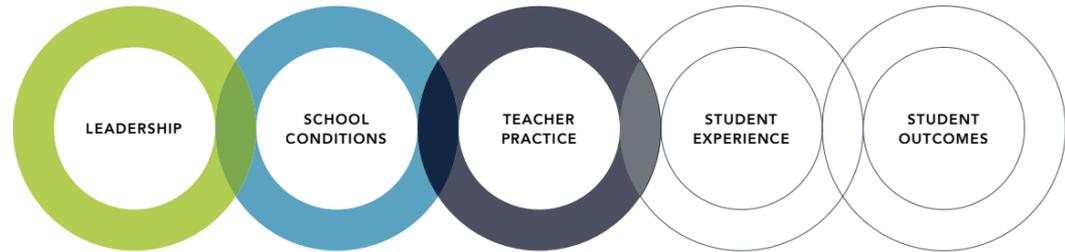
Connection to Research and Professional Development



I participated in PBL Leadership Professional Development trainings from PBL Works.



PBLWorks Theory of Action



Leaders demonstrate specific knowledge, skills, practices and dispositions, and they put in place specific structures, so that...

Key conditions related to vision, culture, capacity-building, and continuous improvement exist for effective implementation of high-quality PBL, so that...

Teachers design Gold Standard PBL Units and implement Gold Standard Teaching Practices, so that...

All students experience at least 2 projects that meet the criteria for high-quality PBL, so that...

Students demonstrate the academic success, success skills, and student empowerment outcomes described in the graduate profile.

Connection to Research and Professional Development



Over 25 peer reviewed articles, books and journal articles.

Student agency for Project Based Learning is emphasized, as not just about making a choice, it is about making a real difference. (French & Larmer, 2020)

While a flexible and comfortable environment is a key factor, our goal is about the pedagogical purpose targeted with student ownership and agency, relationship driven and learner focused capacities. (French & Mahat, 2020)

PBL exhibits gains in learning with student ownership, tools, effective communication skills are activated, student self-analysis of learning, and created student product culmination. (Harada & Yamamoto, 2008)

A PBL project can be authentic in four ways; it meets real need in the world beyond the classroom, focuses on a problem that is relevant to students lives, setups a scenario or simulation that is realistic, and it involves real world tools used by adults in the workplace.(Solis, A., Larmer, J., & Olabuenaga, G.,2017)



Solution: HHS PBL Teacher Leader Cohort

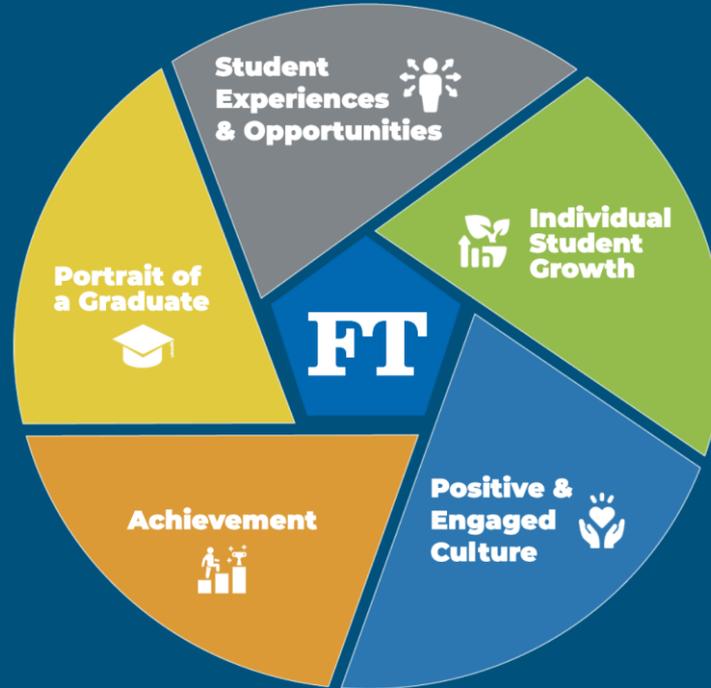
We will have a teacher leader cohort of our teachers successfully teaching one to two PBL units in the 2022-2023 school year.

Why: PBL as an instructional model shows gains in learning with student ownership, tools, strong communication skills are activated, student self-analysis of learning, and created student product culmination. Teacher's roles shift to facilitators or coaches and the parameters of the framework serve as a guide for student learning with continual progress monitoring. We want to build momentum on providing high quality curriculum with these learning experiences.

HHS PBL Teacher Leader Cohort

How is this connected to our work at HHS towards student achievement and district goals.

Alignment: Our [2022-2027 FTIS Strategic Plan](#) prioritizes applying PBL as an instructional model across curriculum in **Student Achievement**, **Student Experiences and Opportunities**, and **Individual Student Growth**.



Teacher Cohort Responsibilities

Cohort Timeline and Responsibilities:

- Meeting monthly with expanded opportunities to showcase your classroom.
- Learning in a cross-curricular teacher team and working together.
- High quality professional development opportunities regional and national.
- Try new approaches to student learning.
- Improve your student engagement and deeper learning strategies
- This is year long commitment.
- Bring your enthusiasm and willingness to learn



Expected outcomes for Teacher Cohort Members

1. They have fun
2. The professional learning in a cross-curricular and creates core movement.
3. Receive high quality professional development opportunities regional and national.
4. Try new approaches to student learning
5. Improve your student engagement and deeper learning strategies
6. Bring your enthusiasm and willingness to learn







Search Election 2020 News Library Text Sets Collections Binder Kelly Booth Educator Center

MAX Assign

1220L
1060L
890L
600L

Activities

For first time, the public will get access to Nuremberg trials' recordings

Present Save Share Hide Print

+ Add To Text Set

- Reading Skills Check
- Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7

Reading Skills Check

Reading Skills Checks are sets of nine articles leveled to specific grade levels.

To get started, teachers should assign students to read at least **three** articles from their grade level and complete **all** of the quiz questions associated with each, then let our system do the work!

These articles are specially designed to help our algorithms get started faster in assigning the best reading level for each student.

[See Less](#)



TEXT SET

What Issues are Worth Fighting For?

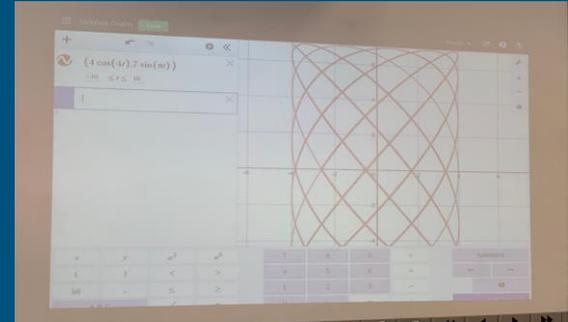
12 Articles

TEXT SET

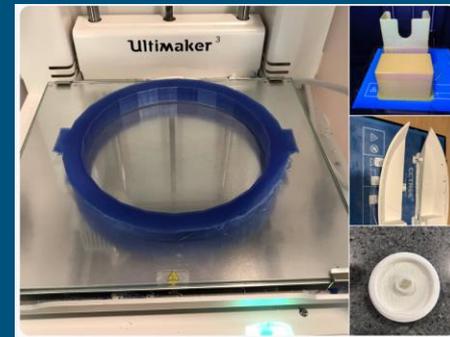
How Has the Role of the Pope Changed and/or Stayed the Same?

4 Articles

Mathematics and Computer Science



Algebra II
Have a seat. Four people *at the*
This will be your team for the
BLITZ game.



30
YEARS

3D printers have actually been around for about 30 years. Barriers like cost are breaking down, so they're now becoming available to the public.



Printed objects can be incredibly intricate. They can also be created with working components, hinges, and parts within parts.

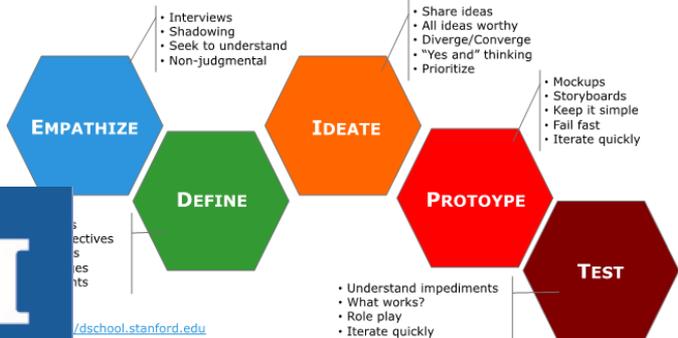
PORTRAIT
OF A
GRADUATE
FORT THOMAS
HIGH SCHOOL

INSTRUCTIONAL BLUEPRINT

THE PISA SOLVER	INTRODUCING	INTEGRATING	ELEVATING	INNOVATING
Discover	Participates in shared discovery of the task, gathers shared research, decides what needs to be solved, and identifies audience.	Discovers and explains the task, gathers research from teacher-selected resources, decides what needs to be solved, and attempts to understand the needs of the audience, with instructional support.	Independently discovers the task, charts responses to their own words, gathers research, decides what needs to be solved, and explains and acts upon the needs of the audience (local, regional, or global).	Self-selects to discover the task, charts responses to their own words, gathers research from high quality sources, decides what needs to be solved, and empiguation with the needs of the audience (local, regional, or global).
Dream & Design Dive In	With guidance and support through shared instruction, plans the design process - conceptualize, define, identify, prototype, and develop a process to explore ideas, with data, processes or explains the problem or project in a novel way, and demonstrates a course of action that creatively solves the problem.	Groups use the design process with teacher guidance - conceptualize, define, identify, prototype, demonstrate a process to explore ideas, with data, processes, or explains the problem or project in a new way, and demonstrates a course of action to creatively solve the problem.	Imagines the problem or project in a variety of ways, demonstrates openness to explore ideas, engages in design thinking - conceptualize, define, identify, prototype, tests ideas, compares, and/or determines a course of action to creatively solve the problem.	Structures the problem or project in a variety of original ways, self-selects the design process - conceptualize, define, identify, prototype, seeks critical input from a variety of sources, includes research to be able to compare ideas, tests ideas, and determines the next course of action to creatively solve the problem.
Deliver	Contributes to group ideas, makes the input of others, and seeks confirmation to work through ambiguity and challenge.	With guidance and support, works collaboratively with others under guidance, and groups through through ambiguity and challenge.	Demonstrates flexible thinking, works collaboratively with others, and perseveres through ambiguity and challenge.	Self-selects flexible thinking, works collaboratively with others, and embraces ambiguity and challenges.
Debrief	Participates in shared evaluation of progress of the project and identification of next steps. Participates in shared reflection and reflection on quality of creative problem solving and impact on target audience.	With guidance and support, creates a work that demonstrates an original approach to meet the needs of the design challenge.	Independently creates an original, useful, or unique work that demonstrates learning and meets the needs of the design challenge.	Creates an original, useful, or unique work that demonstrates learning and connects the need of the design challenge through outreach.
	Participates in shared evaluation of progress of the project and identifies next steps. With guidance and support from teacher, makes work based on teacher feedback. With teacher's support, reflects on quality of creative problem solving and reflects on impact on target audience.	Uses teacher designed tools to assess the progress of the project and identify next steps. With guidance and support from teacher, makes work based on teacher feedback. With teacher's support, reflects on quality of creative problem solving and impact on target audience.	Evaluates the progress of the project and identifies the next steps by selecting from a variety of teacher recommended tools. Focuses based on critical feedback from peers and teachers. Reflects on quality of creative problem solving and impact on target audience.	Self-selects methods and tools to evaluate progress of the project and determines next steps. Seeks critical feedback from multiple sources, including experts and reviews iteratively. Accurately reflects on the quality of the creative problem solving and the impact on the target audience.



Stanford d.school Design Thinking Process



Flipgrid

Leave a video!



innaird

4:59pm 1 view

0

Flip Code: e153a8

Feedback

Edit

Share



Video Feedback

This video will only be available to Liam K.

Grading Rubric

Score Liam's video based on the Topic criteria. [Edit the rubric.](#)

- Ideas

- Performance

Comments

Add detailed feedback for Liam.

Empty text input field for comments with a character count of 0 / 1024.

Share Feedback

Students can visit my.flipgrid.com to view the feedback. You can also email or copy the link directly to students.

Copy Feedback Link

Email Feedback

NGSS Science and Engineering Practice (SEP)

Constructing Explanations and Designing Solutions

Draw a Punnett square like the the one you just saw, with a Yy and yy cross. If Y is the dominant allele, show the probability of a Yy offspring.



Ready-t

ery Classroom
tudent engagement platform



Info ^

Share

Save

NGSS Science and Engineering Practice (SEP)

Constructing Explanations and Designing Solutions
Analyzing and Interpreting Data

FOOD PROJECT

CARISSA ARMSTRONG



BACKGROUND INFORMATION

the 4 major categories of organic macromolecules are Lipids (fats), Carbohydrates (sugars), Nucleic Acid (DNA&RNA), and Proteins.

Carbohydrates

- Carbs are created by Carbon, Hydrogen, and Oxygen.
- quick energy to organisms
- animals use it as energy storage (glycogen)
- plants use it as an energy source (starch)

Proteins

- Proteins are created by Carbon, Hydrogen, Oxygen, and Nitrogen.
- made of amino acids
- hemoglobin transports oxygen in the blood, used as structural support in the body, your muscle fibers are made out of proteins, and they defend the body against viruses, bacteria, etc.
- uses enzymes

Lipids

- Lipids are created by Carbon, Hydrogen, and Oxygen.
- they are used for energy storage, cell membrane, cholesterol hormones which for males is testosterone and woman is estrogen
- found in oil, butter, and animal fat

Nucleic Acid

- Nucleic Acid is created by Carbon, Hydrogen, Oxygen, Nitrogen, and Phosphorus.
- store and transmit hereditary/genetic information.
- DNA and RNA are the 2 types of nucleic acid.



MY FAVORITE FOODS

lipids proteins carbs nucleic acid

	lipids	proteins	carbs	nucleic acid
	0g	0g	0g	0g
	0.6g	2.9g	14g	0g
	28g	7g	32g	0g
	0.8g	0.2g	15g	0g



2,000 calorie diet

Lipids = 111- 167g

Proteins = 50g

Carbohydrates = 225- 325g

Nucleic Acid = 0g



Alternative Diet

Keto Diet →

what you should eat: seafood, cottage cheese, cheese in general, yogurt, avocados, meat and poultry, and eggs.

for the keto diet you get more calories from proteins and fats and less from carbs, you must cut back on sugar, soda, pastries, and white bread.

	Lipids	Proteins	Carbohydrates	Nucleic Acid
normal 2,000 calorie diet	111-167g	50g	225-325g	0g
Keto diet	111-167g	0.7-0.9g per pound of weight	15-30g	0g



effect on your body:

It's a result of the body adapting to the low-carb state. Lowering carb intake forces the body to burn ketones for energy instead of glucose. Once the body is in ketosis, burning fat instead of glucose, the keto diet is working. keto helps you lose weight but the only bad thing is that you cannot take a "break" or "cheat" on your diet or you will gain all your weight that you have lost back, fast.



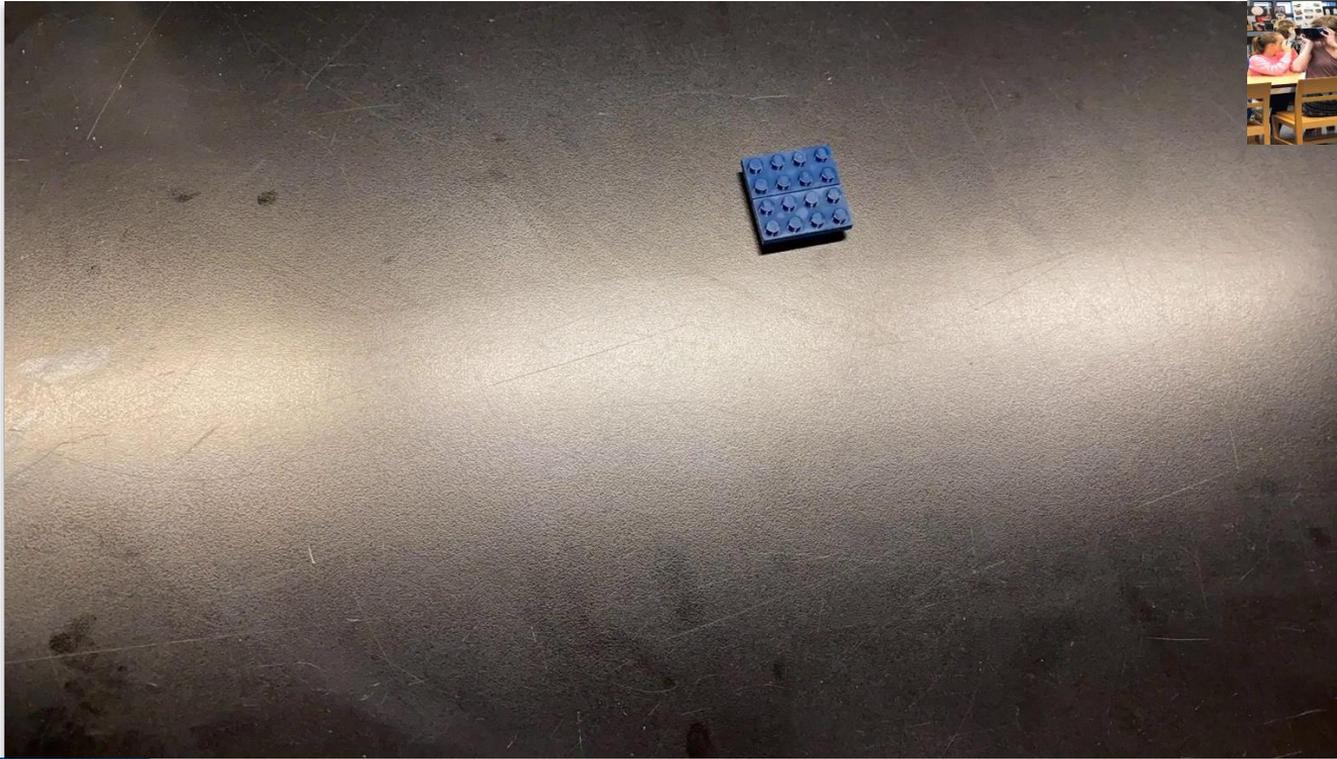
my opinion:

Based off of the research i have done i would recommend the keto diet. a lot of people don't like to diet just because they don't like the food or the meals but the keto diet has a wide variety of foods you can eat. Also proponents say it causes substantial weight loss and can help those with Type 2 diabetes dramatically improve their blood sugar levels, which fall when people avoid carbs.

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NGSS Science and Engineering Practice (SEP)

Obtaining, Evaluation, and Communicating Information
Constructing Explanations and Designing Solutions



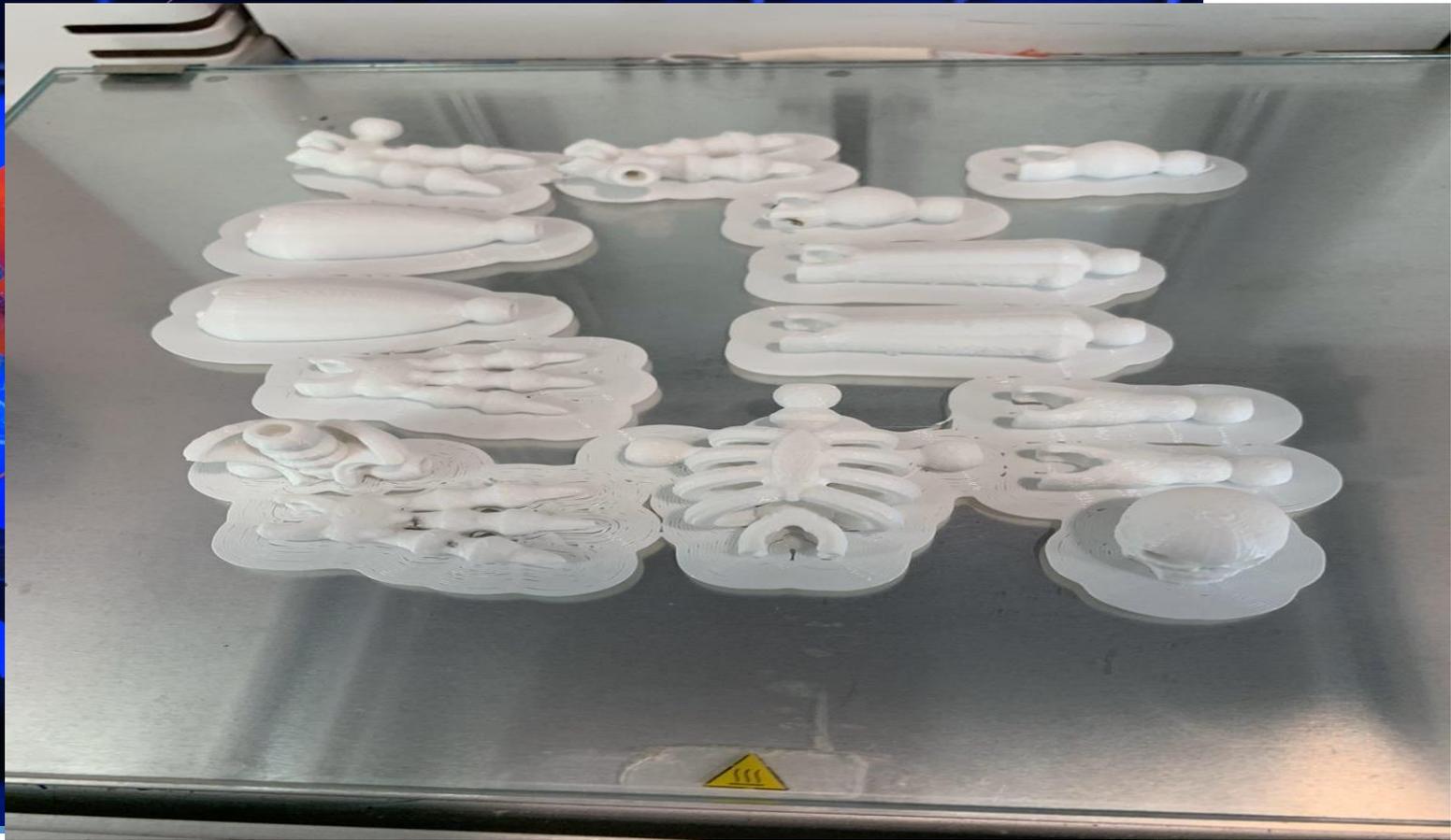
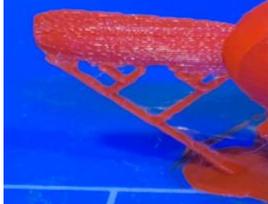
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NGSS Science and Engineering Practice (SEP)

Developing and Using Models

Constructing Explanations and Designing Solutions

Obtaining, Evaluating, and Communicating Information



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NGSS Science and Engineering Practice (SEP)

Developing and Using Models

Obtaining, Evaluating, and Communicating Information

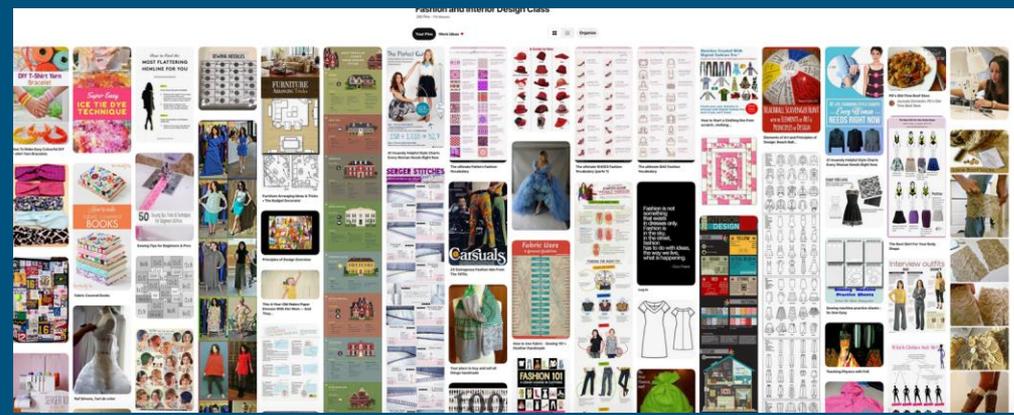
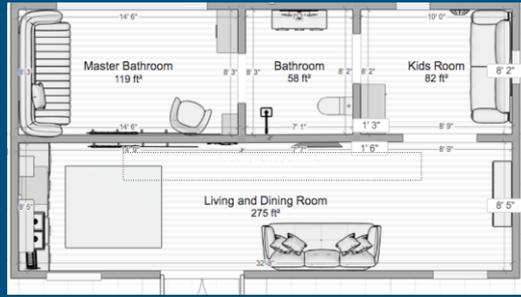
Constructing Explanations and Designing Solutions



Family & Consumer Sciences

Fashion & Interior Design Career Pathway





Wild Ginger Software

Fashion Design and Sewing Pattern Software



Cameo® v5 Apparel Software System - Style Manager - [Create/Edit Style]

Wild Ginger Software interface for creating and editing styles. The window title is "Cameo® v5 Apparel Software System - Style Manager - [Create/Edit Style]".

View: Show Active Styles

Body Type: Women

Garment Type: All

Season: All

Style Details:

- Style Number*: CAMEO_DEMO_SKIRT
- Style Name:
- Body Type: Women
- Garment Type*: Skirt
- Season*: Spring
- Date Created: 1/23/2015
- Colors: 001-Wheat;002-Sky;003-Thistle;
- Description:

Milestones:

Schedule: No	Grading Done: Yes
Patterns Done: Yes	Layout Done: No
Tags Done: Yes	Specifications Done: Yes
Rules Done: Yes	Sewing Specs done: No
Made to Fit Done: Yes	Costing Done: No

Colors:

Style is Active

Sketch Tech Drawing

Cameo® v6 Apparel Software System - Made To Fit - [Attach Tags]

Attach Tags Attach Next Skip Zoom All Zoom Win Const Pts Move Pt Save ? Help Done Cancel

Side of the Body: Left Right

Tags:

- 0 - No Change
- 1 - Center at Hem
- 2 - Center at Waist
- 4 - Right Dart Leg
- 6 - Center Dart Leg
- 8 - Left Dart Leg
- 10 - Dart Point
- 12 - Side Seam at Waist
- 14 - Side Seam at Hip
- 16 - Side Seam at Hem
- 18 - Gore Seam at Hem

Patterns Details Show

- FRONT
 - Pattern Type: Front
 - Body Side: Left
 - Below Waist Darts: 1
- BACK
 - Pattern Type: Back
 - Body Side: Left
 - Below Waist Darts: 1
- FLY
 - Pattern Type: Front
 - Body Side: Left
 - UPPER POCKET

Style Number: CAMEO_DEMO_SKIRT Pattern Name: FRONT Pattern Type: Front Tag Text Height: 0.25



Software interface for fabric selection and color management. The window title is "Color palette for Screen 277 (1)".

Color palette for Screen 277 (1)

Color palette for Screen 277 (1)

Color palette for Screen 277 (1)

Software interface for fabric selection and color management. The window title is "PROJECT SKETCHBOOK".

PROJECT SKETCHBOOK

Quilts

Blocks

Fabrics

Colors

Photos

Thread

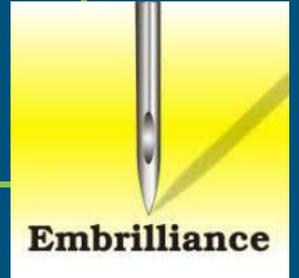
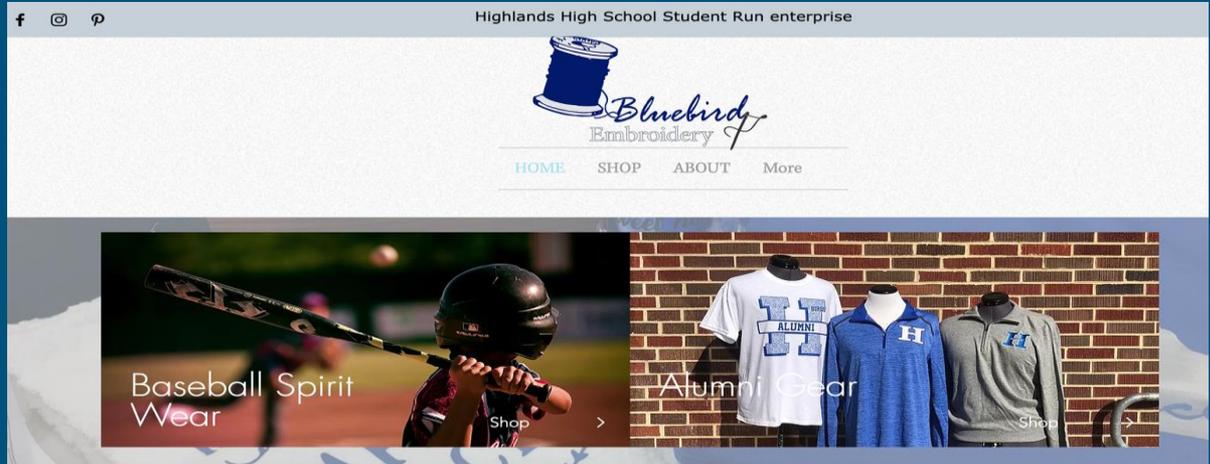
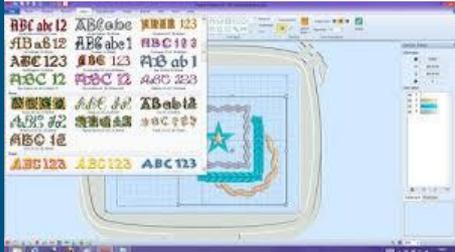
Embroidery

NOTE CARD

Sketchbook



Bluebird Embroidery - Student Run Enterprise



PBL Cohort Current and Future Implications

1. Digging into PBL resources
2. They have committed to an Instructional Unit using PBL Project Planner and Resources
3. Cross-observations are happening
4. Check-ins and Walkthroughs end of this month November
5. Connecting in Collaborative meeting in December, cont.
6. We are looking to do a showcase for KY ILN in June 2023



Findings from this Project

1. Students desire more voice and choice in their learning
2. Teachers and students are receptive to this instructional shift
3. PBL is reliable and research proven instructional model for this need
4. Cultural shifts are needed and continuous improvement to make lasting changes in our school

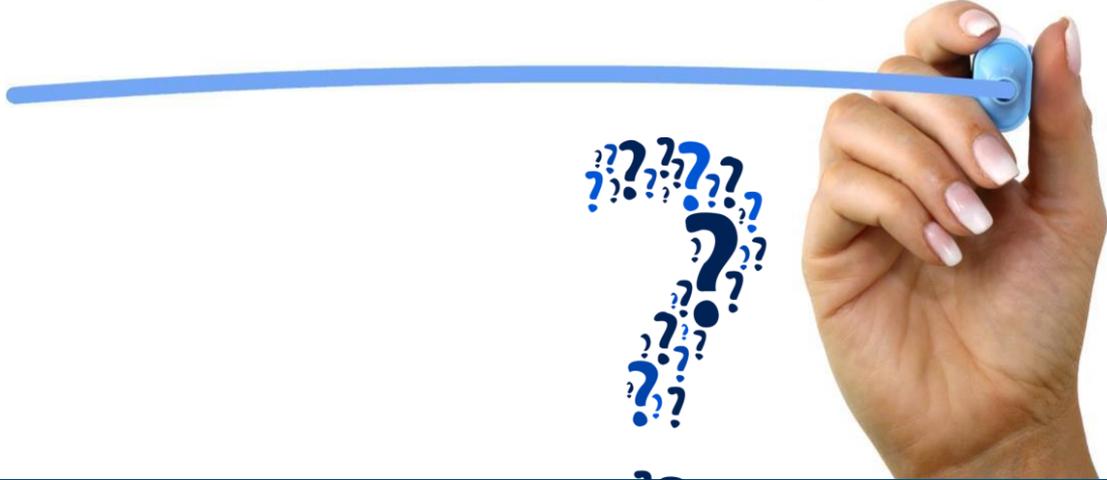


Next Steps Ahead

1. This instructional shift gains momentum
2. We broaden this instructional model to include more teachers and classes.
3. We host a PBL showcase for community and families
4. We continue to explore possibilities for innovative instructional opportunities



QUESTIONS



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Session B: Rotation 2 (10:25 - 10:55 AM)

Imagine If You Will...Student Agency in Action

Corbin Independent Schools

Session B: Rotation 3 (11:05 - 11:35 AM)

Digital Portfolios & Performance Tasks

Boone County Schools
Floyd County Schools
Johnson County Schools

Local Laboratories of Learning

L3 Cohort Floyd County Schools



ital P...

McKenna

I am 18 years old. I am currently a member of the
...ing an associate's degree in
...d to be a 2021

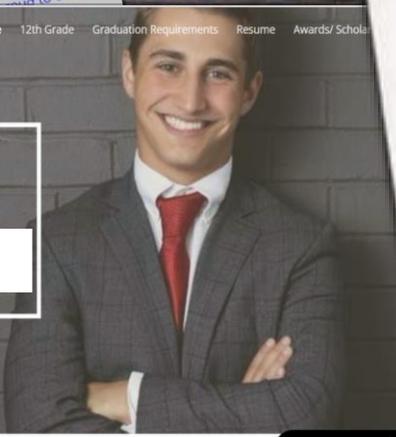
Carters's Portfolio

Home 12th Grade Graduation Requirements Resume Awards/ Schola



Victoria

Brandon

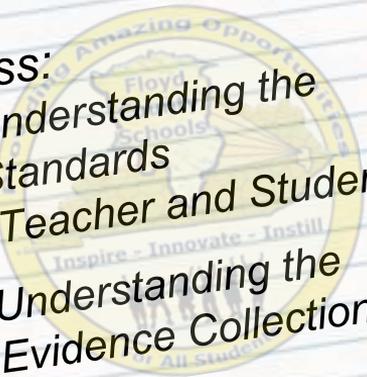


My name is Victoria "Grace" Simpson. I am currently a senior at Prestonsburg High School where I have attended my entire school career and will be graduating from in June of 2022. I am also apart of the Floyd County Early College Program. This program has given me the opportunity to attend Big Sandy Community and Technical College for 2 years. So, in May of 2022 I will graduate from Big Sandy with an Associates of Science degree. Upon graduation I will begin nursing school. I have been accepted into Big Sandy's nursing program and if all goes well I should be a registered nurse within 3 years and I hope to be an OB nurse.

Digital Portfolio:

Process:

- Understanding the Standards (Teacher and Student)
- Understanding the Evidence Collection Tool
- Curating and Presenting the Product

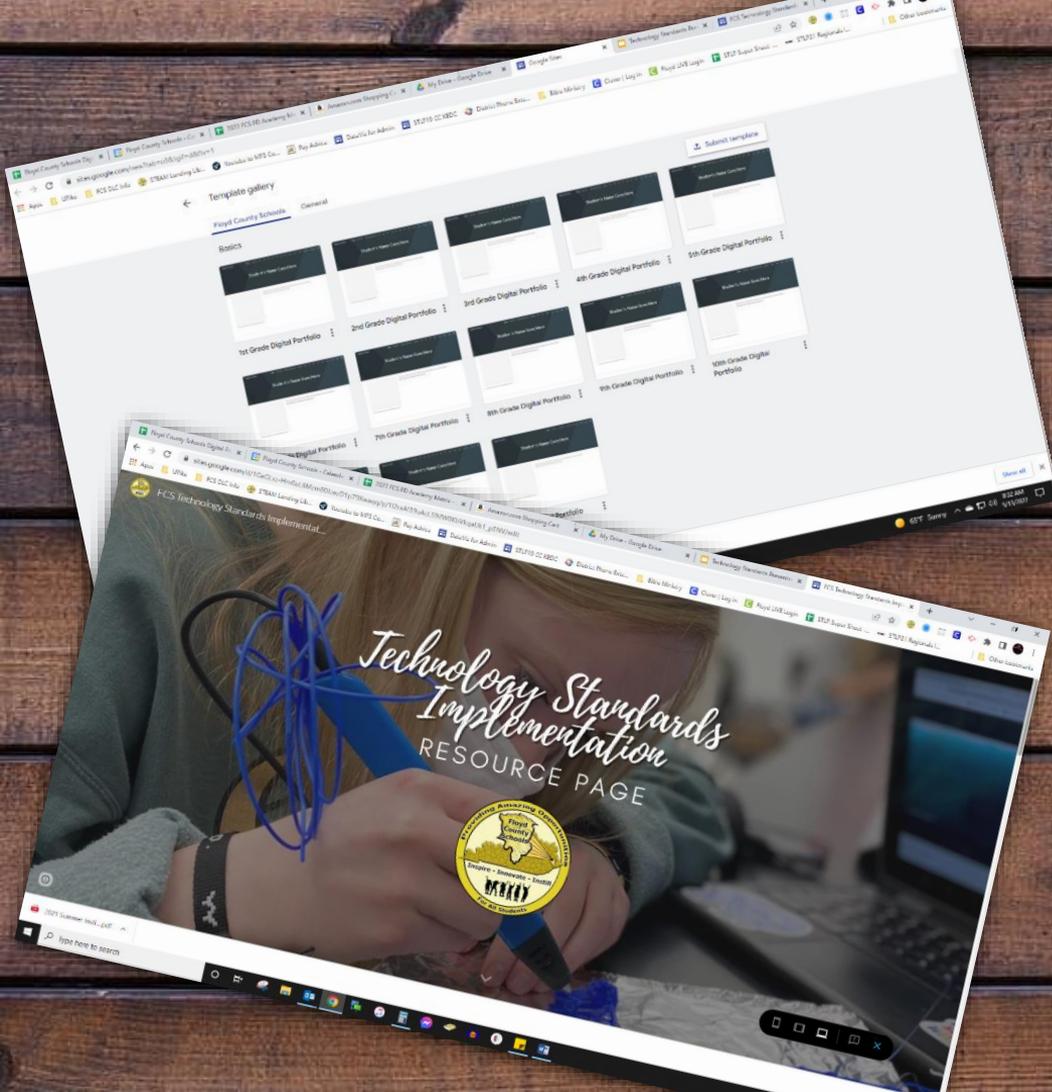




Digital Portfolio:

Understanding the Standards (Student and Teacher)

- Recognition Days:
 - Students and Teachers work towards recognizing the standards inside and out of the classroom.



Digital Portfolio:

Understanding the Evidence Collection Tool

- How to begin and jump start their Digital Portfolio with district created [Google Site templates](#).
- How to use basic tools within [Technology Standards Implementation Resource Page](#).



Floyd County Schools Digital Portfolio Review Guide

The FCS Digital Portfolio Review Guide has been designed to evaluate our students proficiency in the understanding and use of Technology. The following review guide will focus on the student's grade level evidence page. Please complete a new evaluation for each student to ensure all students have participated

mike.bell@floyd.kyschools.us [Switch account](#)

Your email will be recorded when you submit this form
*** Required**

Student Name *

Your answer

Resources



How to present your Digital Portfolio
12th Grade only!

Digital Portfolio:

Curating and Presenting the Product

- DLCs provided [training](#) for students and teachers.
- Students are provide opportunities through the week to curate and update portfolios.
- School level leads (typically all Language arts teachers) are responsible for mid-year and end-of-year checks.

ital P...

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Carters's Portfolio

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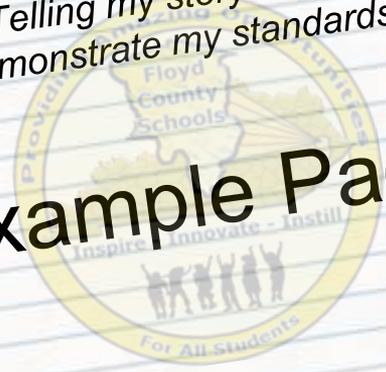
Brandon



Digital Portfolio:

Telling my story while I demonstrate my standards!

Example Page

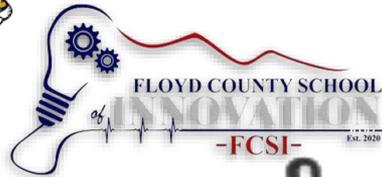


UNITED
WE
LEARN

Floyd Innovation



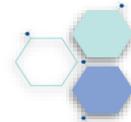
L3 | *Local
Laboratories
of Learning*



COMMUNITY ADVOCATES

WBL

WORK-BASED LEARNING



KENTUCKY INNOVATIVE
LEARNING NETWORK



Portrait of a Learner

Empowered Learner (EL) Competency:

Students use technology to take an active role in their learning

Digital Citizen (DC) Competency:

Students manage their digital identity in a safe, positive, and proactive way.

Computational Thinker (CT) Competency:

Students understand sequences and use them to develop solutions to problems.

Creative Communicator (CC) Competency:

Students communicate clearly and express themselves with a variety of digital tools.

Innovative Designer (ID) Competency:

Students use a variety of technologies to design and create.

Global Collaborator (GC) Competency:

Students use digital tools to connect with learners inside and outside of their classroom.

Knowledge Constructor (KC) Competency:

Students use various digital tools to find information and make meaning.



Community Partnerships

Work-Based Learning Infographics

Partnerships for Work-Based Learning 2022-23

Partner Application for WBL

Types of Work Based Learning

Service Learning

Mentoring

Job Shadowing

School-Based Enterprises

Internship

Entrepreneurship

Co-op



**The Lighthouse
Beacon
Foundation**



**Hayes
Training
Systems**



Floyd County Schools Individual Learning Plan



Welcome to Floyd County Schools Individual Learning Plan Hub. An Individual Learning Plan is a comprehensive way for advising students to engage in coursework and activities that will best prepare them to both realize college and career success and become contributing members of their communities. The Floyd County School district strives to meet our student's future through the Individual Learning Plan process.



[Students](#) [Advisors](#)

L3 Meeting Links

[Oct. 13th, 2022](#)

[Nov. 3rd, 2022](#)



Floyd County Schools L3 Site



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Floyd County Schools KUWL Presentation Link



Johnson Co. Schools



L3--SOAR
Success-Opportunities-
Accomplishments-Relationships

Success-Opportunity-Accomplishment-Relationships

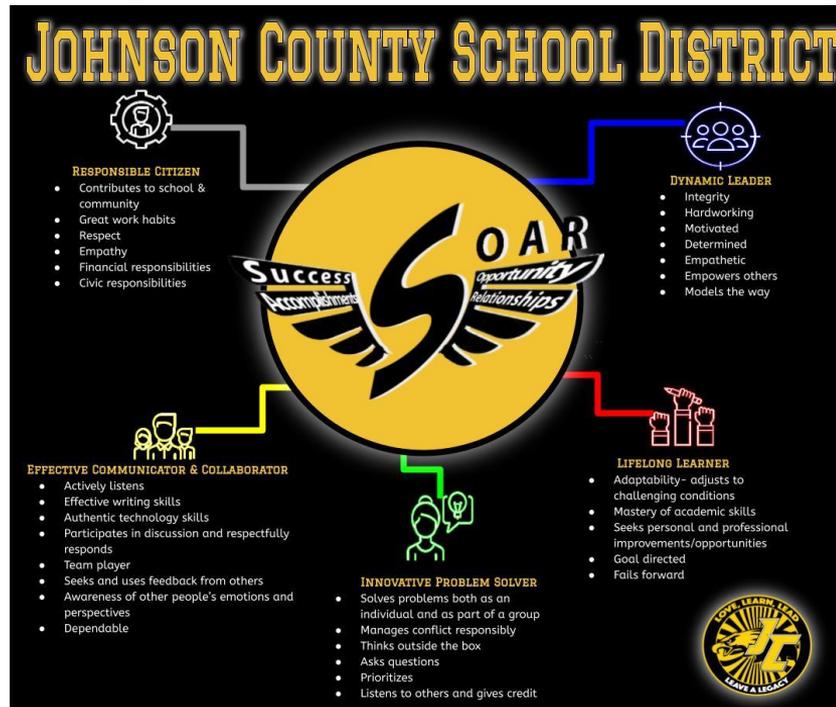
SOAR

Success-Opportunity-Accomplishment-Relationships

SOAR takes a more individualized and wholistic approach to showcase each student and their learning.

Students, K-12 will eventually showcase their individual growth and success within a Google Site.

Currently, grade 12 will complete their individual site and conduct Defense of Learning interviews in the spring.





SOAR District Google Site
Template

Elementary Digital Portfolio

12th Grade Expectation of Mastery

JCHS Google Site

JCHS Student's SOAR



FEEDBACK has been one of the main concepts that has guided our planning and development of the SOAR Initiative.

- Voice from students, staff, & community has been a big driving force.
- Collaboration with all groups has been ongoing and feedback has been gathered in many different avenues.
- **Students voiced:**
 - Needing a pathway to take charge of their learning
 - Needing their interests and needs heard
 - Needing a more individualized way to assess growth.

Boone County Schools

L3--PoG/Strategic Planning



Boone County Schools

Achieving Excellence Together

Exit Interview

Ballyshannon Middle School

Leader in Me
Student Led Conference

[https://sites.google.com/stu.boone.kyschools.us/elliottklausing-](https://sites.google.com/stu.boone.kyschools.us/elliottklausing-7thgrade/home)

[7thgrade/home](https://sites.google.com/stu.boone.kyschools.us/elliottklausing-7thgrade/home)

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[iew](https://drive.google.com/file/d/1ovyHUCBXMlO_5_AR2png_5Kj53OyGpHq/v)

Longbranch Elementary School

Leader in Me

Local Labs of Learning

Our problem:

The school community aspires to provide access to opportunities for all students to authentically demonstrate their understanding of academic content, as well as unique skills and competencies needed to be successful in a changing world, but our current accountability model does not support this type of assessment, because of this there are students who never have the opportunity to fully demonstrate their learning.

How Might We....

How might we create a fiscally responsible, timely accountability model so that all students can use their unique skills to demonstrate learning progress and growth.